FORMING PRAGMATIC COMPETENCE THROUGH TEACHING STUDENTS TO COMMUNICATION

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Abstract

Currently, learning the mother tongue in primary education is considered as a pedagogical communicative activity, and it is related to the development of students' ability to communicate freely in various speech situations. The transition to the new National Curriculum created the need to introduce innovative technologies into the educational process, including new methods and methods of interaction between teachers and students, and to ensure the achievement of effective educational results. The purpose of the article is to analyze the topics in the textbook that are the basis for the formation of pragmatic competence in students during the educational process.

Key words: language education, competence, competence, communicative competence, pragmatic competence, linguistic competence, reading, speaking, writing, listening, creativity, creative exercise.

INTRODUCTION

As a result of the progress of social and economic life, science and technology, children in almost all countries are growing up under the influence of various gadgets and the Internet. On the one hand, this has a positive effect on their mental development and thinking. On the other hand, it puts an invisible obstacle in the process of communication with the people around them and their peers. Because now a new form of communication "online communication" has appeared. As a result of the wide use of various images and symbols, emotions, facial expressions, pantomimes, expressiveness, which are important in live communication, do not appear in "online communication". As a result, children's communication skills may develop very slowly. That is why it is very important to educate children to be free and creative thinkers, able to communicate with others without difficulty, love their mother tongue, realize their identity, be spiritually mature, and have sharp minds. In order to achieve the intended goal, it is necessary to further strengthen the attention to our mother tongue, which is the symbol of our national identity and the basis of our spirituality, and to define specific tasks for its development and enrichment.

The successful socialization of the child is more clearly manifested in his ability to engage in the process of communication, to express his thoughts more clearly and in detail, and not to lose himself in various speech situations.

The role and importance of the mother tongue in the development of students' speaking skills is incomparable. In general secondary education, the subject of the native language envisages the development of speech (communicative) competence aimed at thinking, understanding the opinion of others, and being able to express one's opinion in oral and written

form in accordance with the speech conditions correctly and fluently [1, 29].

The main task of teaching the subject "Mother tongue" in general secondary educational institutions: the social order placed before the education of the mother tongue is to make the student think, to understand the opinion of others and to be able to express the product of this thought in oral and written form, that is, to develop communicative literacy. consists of teaching [1].

The introduction of mother tongue and reading literacy as a subject in primary classes has created a wider opportunity for students to develop communicative competence.

Communicative competence means the ability to communicate in the native language and any foreign language in social situations, to follow the culture of communication, social flexibility, and the ability to work effectively in a team in cooperation [3].

At a certain age, a child can clearly pronounce words, form grammatically correct sentences and use certain terms, but if he does not follow the rules of pragmatics, that is, if he has no idea about the speech situation, communication problems may arise. To prevent such a situation, it is important to improve the student's pragmatic competence.

Pragmatic competence plays an important role in learning the main function of language - communicative.

Pragmatic competence is primarily related to the practical side of communicative ability. According to pragmatic competence, students should have the linguistic knowledge to perform necessary communicative tasks.

Insufficient attention to the pragmatic side of mother tongue teaching in elementary grades may lead to students not being able to perform a certain communicative task correctly and accurately in a given situation.

Improving pragmatic competence in elementary school students ensures their ability to use language in relation to the norms and rules and according to the communicative task. In addition, if the students acquire this competence sufficiently, they will have the opportunity to establish a proper relationship with the interlocutor during oral communication.

The formation of pragmatic competence is evidenced by the students' ability to choose the necessary methodological, lexical and grammatical tools depending on the form and conditions of communication, as well as socio-cultural correctness.

A number of topics in primary grade mother tongue and reading literacy textbooks are the basis for the formation of students' pragmatic competence. These textbooks, created on the basis of the national curriculum, are distinguished by their modernity, the wide range of opportunities for students to develop speech skills, and the need for the widespread introduction of digital technologies into education. These textbooks are aimed at enriching students' thinking, teaching them to think critically, think comprehensively about existing problems, express their opinions freely, consciously understand the content of oral and written speech, and develop the skills of text analysis.

Section 2 of the 2nd grade mother tongue and reading literacy textbook, part 1, is called "My school is my second home", which can be the basis for the formation of students' pragmatic competence through death. The texts and tasks given in this section teach students to think creatively, to express their opinion freely, to be able to correctly express the cause and effect of events in the process of creating a story.

Based on the National Curriculum, students should learn the following through this unit:

- distinguish words with close meanings from the given text, determine the relationship between them;

- analyze some words in the audio text related to how to treat people and things at school;

- separation of sentences expressing the meaning of the message in the text;

- to answer questions about the content of the text, to determine the conclusion and idea of the text, to put forward assumptions about which words and phrases convey the same idea;

- work on a text related to behavior at school, dress code, hygiene and etiquette in the kitchen;

- to communicate with others, to express one's thoughts on the subject following the rules of communication (using respectful tone and words);

- make 3 or more sentences based on a picture showing situations related to the topic; to understand cause and effect relationships in the text (work);

- drawing conclusions from the text (work) [1, 72].

In particular, on page 16 of the textbook, there are pictures of concepts related to school: clock, blackboard, food, prize, pencil, pen, eraser, classroom, book, teacher, bell, calendar, notebook, bag, paint. Tasks related to these pictures are given. According to the task, the students should choose one of the objects in the picture and tell an interesting story about it. In addition, it is said that the stories to be told must be unique and extraordinary.

By completing this assignment, students will develop the components of pragmatic competence, such as expressing their opinion, evaluating various situations, and conveying information. Because he tries his best to make his story unique. First of all, he should correctly assess the situation with the picture he has chosen. If he cannot assess the situation correctly, he will not be able to convey information, and as a result, his story may not attract the attention of other readers, and the impact of the story may be reduced.

It is very important to form pragmatic competence in the classes of mother tongue and reading literacy, because its development does not happen by itself at the same time as systematization and filling of knowledge about the lexical units and grammatical structure of the language. For this, the teacher should choose different methods during the lesson.

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